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ABSTRACT

A community learning centre (CLC) is a local educational institution outside the formal education system, usually set up and managed by local people. CLCs were first introduced in Myanmar in 1994, and by 2001 there were 71 CLCs in 11 townships. The townships are characterized by remoteness, landlessness, unemployment, dependency on one cash crop, high disease prevalence, high dropout and repetition rates in primary education, and many out-of-school children. CLCs begin with basic literacy courses taught by volunteer village literacy trainers and then expand to postliteracy activities, skills training, health promotion, and musical and cultural events. A mobile library provides reading materials. Chapters 1-2 of this report describe the national and local context and CLCs' objectives, organization, and management. Chapter 3 details the development of CLCs in Myanmar, including community selection and mobilization; community needs assessment; recruitment and training of volunteer trainers and other human resources; program development in literacy education, early childhood care, skills training, resource materials, and income generating activities; the teaching/learning process; CLCs' impact on quality of life; monitoring of CLC activities; physical infrastructure; and cost considerations. Chapter 4 discusses networking, sustainability, and potential for expansion. Appendices present project documents and training workshop profiles. (Contains 22 references.) (SV)

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UNESCO
MYA/99/004

Improving Access of Children,
Women and Men of Poorest Communities
to Primary Education for All

MYANMAR

The Community Learning Centre Experience

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List of Acronyms

ACCU	Asia/Pacific Cultural Centre for UNESCO, Tokyo, Japan
APM	Agency Project Manager (UNESCO staff)
APPEAL	Asia-Pacific Programme of Education for All (at UNESCO PROAP, Bangkok)
ATEO	Assistant Township Education Officer (Government staff at township level)
CLC	Community Learning Centre
CLC MC	Community Learning Centre Management Committee
CLCo	Community Learning Coordinator (project staff at township level)
CLO	Community Learning Organizer (villager selected by the CLC MC)
DBE	Department of Basic Education, Ministry of Education
DEPT	Department of Educational Planning and Training, Ministry of Education
ECCD	Early Childhood Care and Development
FAO	Food and Agricultural Organization of the UN
HDI	Human Development Initiative Phases: HDI-1, HDI-E (for Extension) and HDI-3
IEC	Information, Education, Communication
IGA	Income Generating Activities
MERB	Myanmar Education Research Bureau
NFE	Non-formal Education
NFPE	Non-formal Primary Education
PROAP	Principal Regional Office for Asia and the Pacific (UNESCO, Bangkok)
TEO	Township Education Officer (Government staff at township level)
TPA	Township Project Assistant (Government staff at township level)
TPO	Township Project Officer (project staff)
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VLT	Village Literacy Trainer
VPDC	Village Peace and Development Council

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EXECUTIVE SUMMARY

A Community Learning Centre (CLC) is a local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life. The ultimate goal of the CLC is empowerment of individuals and communities and improving people's quality of life through education and community development activities.

The Community Learning Centre component was first introduced in Myanmar in 1994 as a small part of the education project under the Human Development Initiative (HDI) programme of UNDP. Under the first phase of the HDI education project, (HDI-1) seven centres were established; and under the subsequent phases, (HDI-E and HDI-3) more centres were added hence, a total of 71 centres exist at the end of 2001 in 11 townships in three different socio-economic zones. Common characteristics of the 11 townships include remoteness, isolation, landlessness, unemployment, underemployment, dependency on one cash crop, high disease prevalence rate, high drop-out and repetition rates in primary education, and a significant number of out-of-school children.

CLCs are created at the initiative of the communities with the assistance from the HDI education project. They mainly function thanks to the good will of a few very dedicated volunteers from the community. They receive the support of the project staff, the 11 Community Learning Coordinators (CLCo) and the three zonal sector specialists, and are sustained by the benefits of income generating activities funded by the project.

The first two elements in establishing a CLC: selection of a community where the CLC will be set up and assessment of community needs, are extremely important factors for the creation of a sustainable CLC. If the community is not ready to accept and endorse CLC activities, and CLC programmes and activities are not based on real, identified needs in *that* community, no amount of training or funds for physical structures will be sufficient to contribute to a long-lasting, self-sustainable CLC. A core CLC often serves a *cluster* of neighbouring satellite villages and in this way utilizes limited resources more effectively.

The CLCs offer several forms of non-formal education. They began with *basic literacy courses*. Over the past thirty months, 106 courses have taken place, with the assistance of volunteer Village Literacy Trainers (VLTs). 1,479 participants followed the courses, three quarters of them being women. Almost 80% of the participants have reached a satisfactory level of literacy and numeracy. The CLCs also offer *post-literacy activities*: 39 classes have been functioning over the project period, and 718 villagers participated in these courses, 84% being women. There are also 11 CLCs, one in each township, that are experimenting a new *Non-Formal Primary Education* (NFPE) model with 12 classes and 247 participants, consisting mainly of out-of-school youth and neo-literates.

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Eight Community Learning Centres are providing early childhood care (ECCD). All CLCs offer *continuing education* opportunities such as skills training, health or agriculture talks, musical and cultural events that are appreciated by the population. Moreover, all of them manage a very active mobile library providing opportunities to read books and periodicals to the 3 or 4 villages forming a cluster around the core centre. This is very often the only opportunity for village dwellers to access written information.

Important impacts of the CLCs have been: increased confidence among learners to deal with each other and outsiders, as well as better collaboration and understanding among community members. CLC activities have also contributed to breaking the isolation, not only physical but mainly mental,-many communities in Myanmar endure due to lack of education opportunities.

Capacity building has received high priority and attention from the project and 817 members of the Community Learning Centre Management Committees have participated in 31 workshops in HDI-3, 22% being women. Also, 160 VLTs have taken part in 12 capacity building workshops, and other training sessions have been held to strengthen capacities in non-formal primary education, work skills, puppet shows used for communication purposes, and others. Well-trained, dedicated human resources are a major factor in determining whether the CLC will succeed in reaching its objectives. It is of great advantage that all CLC volunteers are indigenous members of the community; hence, they are less likely to view their work as temporary and leave their functions after taking part in capacity building.

In the particular case of Myanmar, the costs for establishing *one* CLC and operating it during a two-year period amounts to US$ 2,600. This excludes construction of any building. The costs for constructing a CLC building will amount to an additional US$ 2,400 per centre (including the community contribution); though, it should be noted that a physical building is *not* always a prerequisite for conducting CLC activities. Funding includes an initial capital of US$ 480 per CLC aimed at undertaking income-generating activities (IGAs). Profits from IGAs are the main source the communities have to cover recurring costs such as VLT honorarium, operation of library, and purchase of materials.

The *demand* for CLCs is high: word of mouth has spread from successful CLCs to neighbouring villages, and this has resulted in requests to the project by other communities to organize CLC activities.

In the next phase of HDI (HDI-4), the Community Learning Centres created earlier may, if communities so request, continue receiving attention from UNDP. They may even become the vector for broader objectives of local development and be utilized for all capacity building actions of the HDI programme at village level. This would lead to a much hoped broadening in the scope of action of the CLC model, to strengthening further local capacities already well anchored, and to opening new opportunities for networking and partnership that are considered as key factors for sustainability.

CHAPTER ONE
Introduction

1.1 Aim of the Report

This report has been produced by UNESCO as part of the project MYA/99/004: *Improving Access of Children, Women and Men of Poorest Communities to Primary Education for All* to record the establishment and development of Community Learning Centres (CLCs) in Myanmar under the project, to describe the process that allowed the set up of these centres and to describe the outcomes as well as their impact on individuals and communities in terms of people's quality of life improvement.

The Community Learning Centre component was first introduced in Myanmar in 1994 as a small part of the education project under the Human Development Initiative (HDI) programme of UNDP. Under the first phase of the Human Development Initiative (HDI-1), seven centres were established; and under the subsequent phases, HDI-Extension (HDI-E) and HDI-3, more centres were added. A total of 71 centres existed at the end of 2001. Over the years, the establishment criteria and procedures have been reviewed and amended, and the objectives refocused.

Table 1.1 The Education Projects of the Human Development Initiative (HDI) Programme in Myanmar and their Overall Cost

Programme	Projects	Duration	Project Budget
HDI-1	MYA/93/028 and MYA/93/033	1994 - 1996	US$ 3.8 million
HDI-E	MYA/96/004	1996 - 1999	US$ 5.7 million
HDI-3	MYA/99/004	1999 - 2002	US$ 4.3 million

The statement that "Myanmar is unlike other countries in many ways" (MYA/99/004, 2001e) is largely valid and has implications both for the implementation of projects in Myanmar and for a possible application of the Myanmar experiences to other countries. The project described in this report is funded by UNDP and executed by UNESCO in collaboration with the Government counterpart - the Department of Educational Planning and Training (DEPT). However, due to political constraints imposed by the UNDP Executive Board, HDI activities have not been fully integrated into DEPT structures, policies and activities, but to some extent run as a parallel system. This rather unique approach may have implications for the sustainability of the project. On the other hand, the UNDP/UNESCO approach may have elements in it and caused effects which would not have been achieved by a project implemented solely by the Government of Myanmar.

Figure 1.1 Tha Pyay Pin Thit CLC in Nyaung Shwe Township, Shan State

1.2 Procedures, Methods and Constraints

The information presented in this report draws upon several sources, first of all on a number of earlier reports, documents and papers that have been produced by the project staff and by external consultants. In addition more data, and in particular qualitative information, have been obtained from an in-depth survey carried out in June 2001, from discussions with the Agency Project Manager (APM) and project staff in Myanmar as well as through interviews with community members. The CLC structures, programmes, activities, outcomes and impact described in this report are mostly based on experiences from the third phase of the HDI (HDI-3) since the monitoring system has been greatly enhanced as compared with earlier phases.

1.3 National Context

Myanmar is the largest country in mainland South-East Asia with a population of around 52 million inhabitants. The country is highly diverse in terms of physical geography and also in terms of ethnic groups since there are an estimated 135 different ethnic groups, of which "Bamar" is the largest (Han Tin, 2000). The latest World Bank estimates (2000) place the GNP per capita around $300, which makes Myanmar one of the poorest countries in the world. The UNDP Human Development Index for 2000 ranked Myanmar 125th among 174 countries. The monthly salary of a primary school teacher is 4,200 Kyats which equals US$6 based on current market rate (November 2001).

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Primary Education

The formal primary education in rural areas in Myanmar has a host of problems. In a survey in 1991 it was found that less than 30% of pupils completed the five year cycle of primary education. A sample survey undertaken by the project in 2001 shows that there has been important improvements in both access and internal efficiency in primary education. However, 5% of the age group will not enroll in the first grade and probably 25% of the pupils will drop out before they reach the fifth grade with, generally, an insufficient level of education to stay fully literate (MYA/99/004, 2001e). It clearly reveals that primary education in rural areas is still facing serious problems related to universal access, equity, quality, internal and external efficiency and physical conditions of education. The underlying reason is *poverty*. As a result, primary education in these areas is not in a position to fully contribute towards individual and national development.

Non-formal Education (NFE)

Buddhist monasteries have been the traditional sites for non-formal and life-long learning in Myanmar since there is a monastery in every village throughout the country; though, the monastic education has mainly catered to boys and men. Non-formal education in Myanmar is hampered by a weak infrastructure and delivery system, and very little funds are allocated for non-formal education in the Government's budgets. The (basic) literacy rate is around 83% (Han Tin, 2000). However, the latest census was carried out in 1983. Hence current numbers are estimates and projections are usually carried upwards. Also, the functional literacy rate may be substantially lower. As a consequence of the poor quality of primary education, there is a large number of semi-literates in the country.

1.4 Background Data for 11 Townships

The HDI programme covers 11 townships in Myanmar: 5 townships in the Shan State, 3 townships in the Dry Zone and 3 townships in the Delta Zone. The 11 townships cover a total of 3,743 villages, 313,667 households, 1,621,050 persons, 2,458 schools and 8,827 (formal school) teachers (MYA/99/004, 2000a). Common characteristics of the 11 townships include remoteness, isolation, landlessness, unemployment, underemployment, dependency on one cash crop, high disease prevalence rate, high drop-out and repetition rate in primary education, and a significant number of out-of-school children.

CHAPTER TWO
Defining Community Learning Centres in Myanmar

2.1 Definition of a Community Learning Centre

The definition of a Community Learning Centre (CLC) is adopted from the APPEAL Training Materials for Continuing Education Personnel, as follows (APPEAL, 1995):

> A CLC is a local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people s quality of life.

2.2 Objectives of CLCs in Myanmar

The project outcomes must be viewed in accordance with the two general objectives of the HDI education project, which are to:

- Improve access to primary education for all
- Promote quality in the learning process of both formal and non-formal basic education

The more specific objectives which relate to CLCs in HDI-3 (MYA/99/004, 2001b) are to:

- Provide non-formal, continuing education and skills training programmes responding to needs identified by the community
- Provide access to information in fields of interest to the community
- Strengthen capacities of communities to carry out by themselves education programmes leading to the improvement of the quality of their life and contributing to poverty alleviation

2.3 The Myanmar Model of CLC

The concept of Community Learning Centre, which was unknown in Myanmar at the beginning of the project, has been concretising over the years and has now reached a national specificity. Unlike for the formal education, the Government of Myanmar neither allocates resources nor teachers for non-formal education. CLCs are, therefore, created at the initiative of the communities with the assistance from the education project. They mainly function thanks to the good will of a few very dedicated volunteers from the community. CLCs receive the support of the project staff, the 11 Community Learning Coordinators (CLCo) and the three zonal sector specialists, and are sustained by the benefits of income generating activities funded by the project.

These centres offer several forms of non-formal education. They began with *basic literacy courses*. Over the past eighteen months, 98 courses have taken place, with the assistance of volunteer Village Literacy Trainers (VLT). 1,659 participants followed the courses, three quarters of them being women. Almost 80% of the participants have reached a satisfactory level of literacy and numeracy. The CLCs also offer *post-literacy activities*: 45 classes have been functioning over the past 18 months and 734 villagers participated in these courses, 82% being women. There are also 11 CLCs, one in each township, that are experimenting a new *Non-Formal Primary Education* (NFPE) model with 12 classes and 254 participants, consisting mainly of out-of-school youth and neo-literates.

Eight Community Learning Centres are providing early childhood care (ECCD). All CLCs offer *continuing education* opportunities such as skills training, talks on health or agriculture, musical and cultural events that are appreciated by the population. Moreover, all of them manage a very active mobile library providing opportunities to read books and periodicals to the 3 or 4 villages forming a cluster around the core centre.

2.4 Organization and Management of the CLC Process in Myanmar

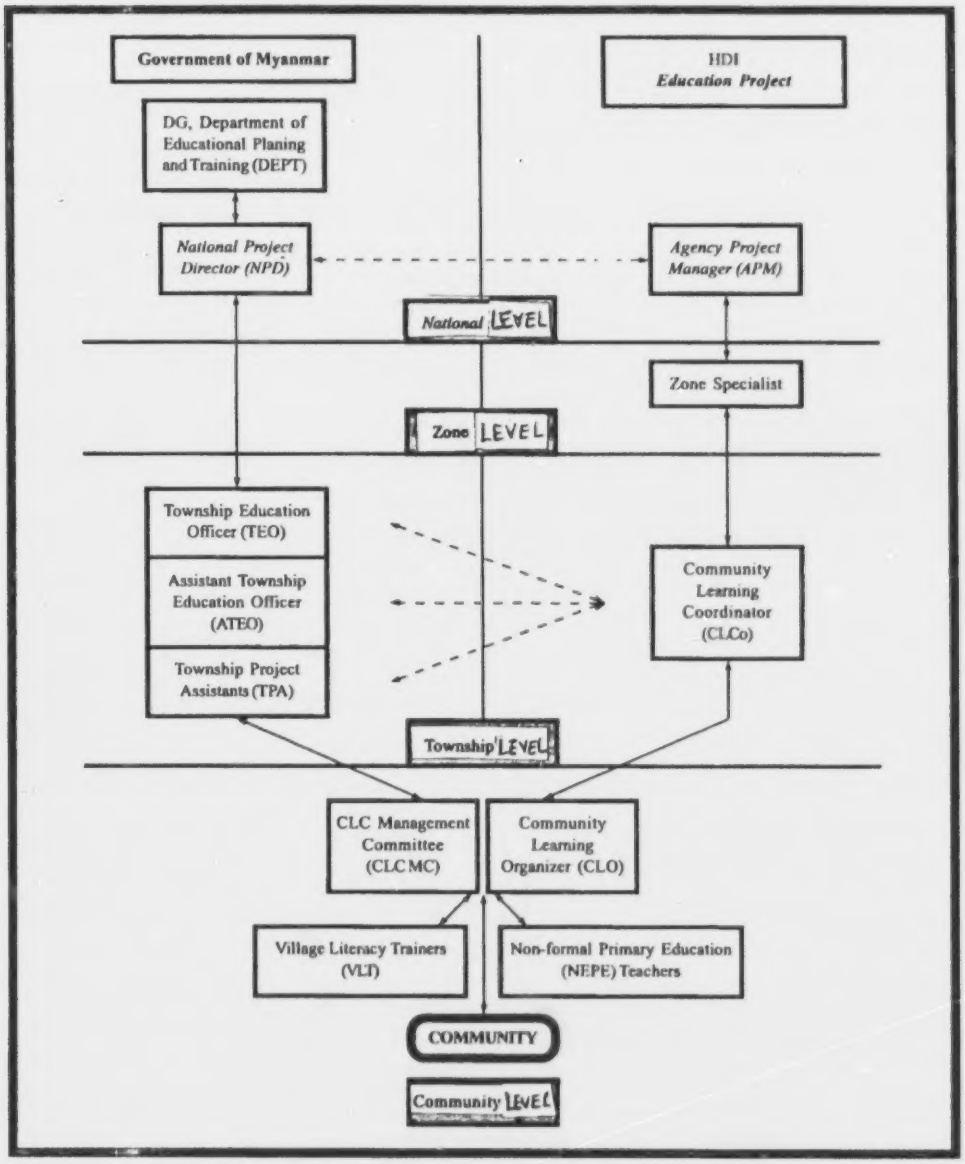
As mentioned under Section 1.1, the implementation of the HDI programme, and more specifically the CLC component, follows a rather unique approach, different from most other countries. Figure 2.1 is a structural chart showing the institutions and personnel involved in the organization and management of the CLC process in Myanmar. UNDP, UNESCO and the Government of Myanmar have agreed on this structure to most effectively reach out to the communities and at the same time take into account the mandate of UNDP.

As can be seen from Figure 2.1, one of the key persons in the structure is the Community Learning Coordinator (CLCo). She/he is the link between the education project, the public sector and the communities through the Community Learning Organizer (CLO) and the CLC Management Committee (CLC MC). The CLCo has a multitude of tasks, the major being the following:

- Assist in capacity building of the CLCs through planning, supporting and organizing training activities in consultation with the CLC MC, CLO, and ATEO/TPA
- Assist in planning, organizing and monitoring non-formal education, non-formal primary education (NFPE) activities and skills training for learners
- Assist in planning, organizing and monitoring the income generating activities (IGA) carried out by the communities
- Record, supervise and monitor CLC activities and report back to the zonal specialist and the APM

Since the CLCo profile is very particular and no CLCo are readily available on the job market, the staff recruited for this position present a wide variety of specialties: seven educators/ teachers, but also one agronomist, one veterinary, one socio-economist, one geologist and one psychologist. The project had to make an important effort of capacity building to share a coherent vision among its own personnel.

Figure 2.1 Structural Chart of the Organization and Management of the CLC Process in Myanmar



2.5 Location of CLCs

Seven CLCs were established and constructed during HDI-1 in seven townships in three areas: Dry Zone, Delta Zone and Shan State. During HDI-E, 31 more centres were established in 11 townships, (October, 2001). Under HDI-3, 33 more CLCs are being set up; hence, the total number of CLCs is now 71, and the coverage includes at the end of the programme 183 villages and 80,000 potential participants.

Figure 2.2 Map of Myanmar with the Location of 11 Townships Covered by HDI

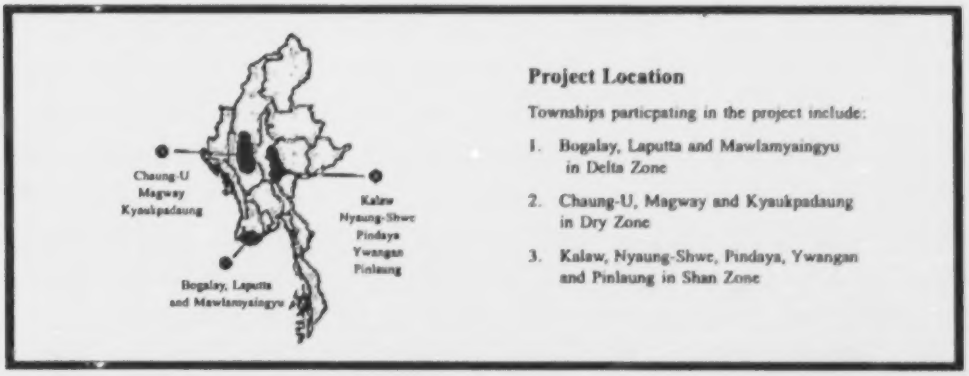


Table 2.1 Townships where CLCs are Located

Townships	HDI-1 CLC	HDI-E CLC	HDI-3 CLC	Total CLC
Delta Zone				
Bogalay	1	3	3	7
Laputta	1	1	3	5
Mawlamyaingyun		3	3	6
Sub-total	**2**	**7**	**9**	**18**
Dry Zone				
Chaung U	1	3	3	7
Kyaukpadaung	1	3	3	7
Magway	1	3	3	7
Sub-total	**3**	**9**	**9**	**21**
Shan State				
Kalaw		3	3	6
Nyaung Shwe	1	3	3	7
Pindaya		3	3	6
Pinlaung		3	3	6
Ywangan	1	3	3	7
Sub-total	**2**	**15**	**15**	**32**
Total	**7**	**31**	**33**	**71**

CHAPTER THREE
Establishment of Community Learning Centres in Myanmar

In general, it can be said that HDI-1 was the *initiation* phase of CLCs in Myanmar and that the project started without solid knowledge and experiences regarding these centres. Some advice and experiences were drawn from Thailand, though the development situation in Myanmar is rather different. HDI-E was much a *learning* and *growth* phase for everybody involved in the CLCs. It should be pointed out that the dedication and enthusiasm of the project staff pushed the drive for CLCs forward. HDI-3 has been the *consolidation* phase, particularly with the appointment of one CLCo by township. A broad range of experiences have been recorded, and the CLC component has reached a stage where procedures and initiatives are rather clear and well defined.

Figure 3.1 Steps for Setting up CLCs in Myanmar

National Level
Establish Criteria and Identify Communities
Community Level
Create community awareness
Establish CLC Management Committee
Identify target clientele and their learning needs and determine income-generation activities
Develop CLC programme objectives
Design, develop and prioritize programme activities
Establish action groups (volunteers)
Mobilize community resources
Establish support linkages
Carry out staff/volunteer training
Implement programme and activities
Monitor and revise activities
Evaluate activities
Experience sharing with other communities, e.g. creating CLC clusters
Develop zonal resource centres and national networks
Strengthen national policy, commitment and support

Adapted from: APPEAL, 2001

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3.1 Selection and Mobilization of Communities: Promoter, Steps, Criteria, and Clusters

The first two elements in establishing a CLC: selection of a community where the CLC will be set up, and, assessment of community needs, are extremely important factors for the creation of a sustainable CLC. If the community is not ready to accept and endorse CLC activities, and CLC programmes and activities are not based on real, identified needs in *that* community, no amount of training or funds for physical structures will be sufficient to contribute to a long-lasting, self-sustainable CLC.

Promoter

It is evident that a remote, poor community cannot start a CLC completely on its own. It may neither have the human, physical, nor financial resources needed. Hence, Community Learning Centres need a *promoter* or initiator. In the case of Myanmar, the HDI education project serves as a promoter, and at local level the Community Learning Coordinator (CLCo) plays this role. In other countries, the promoter may be a research centre, an education institution, a department, an NGO or others.

Steps for Selecting Community

In Myanmar, the project has established a series of steps which are followed for selecting appropriate communities where a CLC can be set up:

1. Analyze the socio-economic situation of a geographical area* and produce a short list, identifying promising villages where there seems to be a potential for establishing a CLC, including those participating in other UN supported projects. The population size of the core village or cluster should range from 400 to 1,500
2. Provide advocacy and training by promoter to promising villages on the short list
3. Encourage 5 to 10 most promising villages to submit project proposals
4. Choose the best suited community from the proposals received, based on the criteria listed below

Selection Criteria

The project has established criteria for selecting communities where a CLC may be set up and create a sustainable focus for learning and community development. The main criteria for selecting communities, including weight assigned to them (MYA/99/004, 2000b) are:

- Acceptability and motivation of community to support and sustain CLC activities (20%)
- Relevance of CLC functions and activities to needs addressed by community (15%)

* To help this selection process, the data of a socio-economic survey were analyzed. On this basis, villages were ranked according to a series of criteria. See Vine, Ken: Possible locations for Community Learning Centres. MYA/96/004, UNESCO, Yangon, February 1998

- Possible mobilization of community based resources, human and physical. Presence of potential partners in the community, such as local resource bases, NGOs, health institutions, etc. (20%)
- Existence of development activities initiated by the communities themselves, indicating initiative and management skills (20%)
- Possibility of forming a cluster of villages (15%)
- Access to CLC core village by beneficiaries from satellite villages (10%)

The first two criteria should probably carry a higher weight, since the acceptability and motivation of the community is of paramount importance to ensure continuity and sustainability of the CLC. Also, it should be added that support and endorsement from key, influential figures in the community, such as the head monk, village leader and elders, and headmaster is a prerequisite for the creation of a learning centre.

The most important consideration is the demand driven approach, i.e. that the CLC must be something the community really *wants* and *supports*. Hence, sufficient time, resources and effort must be invested to understand the community's needs, attitudes and commitment.

Clusters

A core CLC can serve neighbouring satellite villages and in this way utilize limited resources more effectively. The purposes of forming clusters are to:

- Form a population group that is sufficient for sustaining viable activities
- Promote collaborative links among the villages
- Widen the pool of talents and resources
- Maximise the cost-benefit from the investment
- Overcome social and economic disparities among member villages by sharing available resources and by providing additional resources or attention to disadvantaged villages
- Promote a cluster development plan, leading to larger, area-based development activities

When establishing satellites, it is desirable that travel time from satellite villages to the core CLC village be as brief as possible, and not more than 30 minutes. Cluster formation is a voluntary process, and many of the criteria that apply to the selection of a CLC core village community also apply to the cluster villages, such as motivation of learners and relevance of programmes. The capacity of a CLC varies according to community and needs, but as a general consideration the project has set a ceiling of around 1,500 persons being the maximum number of potential learners which a CLC can accommodate. The project estimates that the formation of a cluster is not necessary if the core village has a population size exceeding 800 to 1,000.

Even though the creation of clusters has been indispensable to face the Myanmar geographical and demographic setting, experience has proven that maintaining cohesion among a cluster of villages is not always easy.

3.2 Needs Assessment in the Communities

Needs assessment that will determine what kind of programmes and activities will take place in the CLCs, is carried out in a *participatory* manner. It means that all members or groups of the community are involved in identifying their learning as well as development needs. Since various groups in the community, such as pre-school and school-age children, young adults, parents, elderly, men, women, etc. have different learning needs which should be addressed by the CLC, interviews, group discussions, games and a variety of methods are utilized to record what the community members want and need. As a consequence, the CLCos spend a considerable part of their time to understand the *dynamics* of the community - such as who make the decisions, who are the followers, and what are the main obstacles to inter-personal interactions. Understanding the dynamics may prevent the unfortunate situation which sometimes happens - that a few community members capitalize on the CLC, while the majority of the villagers remain marginalized.

The approach to participatory needs assessment which has been applied draws on the following steps (MYA/99/004, 2000d):

1. Let the community know the present status of the village in health, agriculture, education, etc.
2. Let the community express their expected future for the village in the above aspects - expected changes as compared to the present status
3. Let the community decide who will bring about these changes
4. Let the community know that information is a useful tool for the change
5. Let the community find out the ways of getting information
6. Let the community find out their learning needs
7. Let the community find out their own resources
8. Equip the community to be able to prioritize their learning needs
9. Facilitate the community to be able to plan for their own learning programmes
10. Evaluate the proposed programmes

3.3 Mobilizing, Recruiting and Training Human Resources

3.3.1 CLC Management Committee (CLC MC) and Community Learning Organizer (CLO)

In villages where the creation of a CLC is foreseen, influential members of the community such as the head monk, headmaster, elders and the Village Peace and Development Council (VPDC) Chairman are invited to form an *advisory council* to provide advice on the organization of a Management Committee.

This Community Learning Centre Management Committee (CLC MC) is an important element in the CLC structure. The CLC MC normally consists of 7 to 12 persons (according to the size of the cluster) who are elected in a plenary meeting by the community to represent them. The average percentage of female members in the existing CLC MCs is 24% (MYA/99/004, 2001e) though the target is a 40% female participation rate. Members of the CLC MC include Chairperson, Vice-Chairperson, Treasurer, Secretary, and representatives of the core and satellite villages.

The Management Committee selects a Community Learning Organizer (CLO), taking into account her/his capacity to mobilize the community, and appoints him. The CLO is the key actor at village level. Her/his responsibilities include assignments to organize activities in the village as well as being the link between the community and the promoter/project staff: the Community Learning Coordinator (CLCo). The CLO receives a salary from the project during the first six months of her/his assignment and will be supported by the community after this period.

As would be expected, management skills are very limited in poor and isolated communities in Myanmar, so extensive training and capacity building of the CLC MC is of utmost importance to enable the CLC MC to undertake its main functions, which are (MYA/96/004, 1999):

- Participatory needs assessment, surveys and programme formulation
- Advocacy and sensitizing the communities to need for change
- Promoting community participation by all members of the community
- Implement, manage and organize activities of the CLC
- Recruit staff, including CLO, volunteers and resource persons
- Mobilize human and physical resources; promote networking and linkages
- Supervise, monitor and evaluate the programme and its finances
- Formulate policies in response to changing needs, and
- Assist the Community Learning Coordinator (CLCo) in arranging resource persons for training programmes

The profile of the main workshops for capacity building of CLC MC are presented in Appendix 3: "CLC orientation workshop", "Management skills for CLC MC", and "Review workshop for CLC MC and Organizer"

Figure 3.2 CLC Management Committee of Hta Min Paung CLC, Ywangan Township, Shan State

3.3.2 Trainers/Teachers and Resource Persons

Trainers/teachers

Village Literacy Trainers (VLT) are volunteers recruited by the CLC Management Committee. Some guidelines applied for the selection of VLTs are:

- The candidate should be selected *from* the community in order to best serve the interests of the community
- The candidate must be acceptable to the community
- The candidate's background and attitude should reflect an interest in teaching and a dedication to volunteer service
- Female candidates should be encouraged
- The candidate should be graduate from at least 8th grade
- The candidate should be minimum 20 years old

The VLTs receive pre-service training for seven days (Shan State) or five days (Dry Zone or Delta Zone) plus in-service refresher training. The training package for the VLTs, based on APPEAL training materials for literacy personnel, has been adapted inside the project with the assistance of national experts. Workshop profiles for trainers are presented in Appendix 4. In application of the project policy, the majority of VLTs train other persons in the community to become assistant trainers so the training will have a multiplier effect, and possible defections will not affect the programme. VLTs work on a voluntary basis and do not receive a salary. The Management Committee may decide to give them a small honorarium taken out of the resources of the centre.

When the NFPE programme was initiated in May 2001, several VLTs were promoted to become NFPE teachers due to their involvement in previous training and their knowledge and experience in CLCs. They underwent a capacity building training programme. The project pays a salary to the NFPE teachers for a period of two years, which is the duration of the pilot programme, though it may be difficult to sustain paying it when the project ends. The decision to cover the NFPE teacher's salary from the project funds was taken because the main objective of the programme was to prepare, try-out and amend a curriculum for this new type of non-formal education.

Resource Persons

CLCs may require other types of resource persons, such as health workers, a veterinary or specialists in handloom weaving who can help in holding skills training sessions. Before recruiting experts from outside the village to train the community members, *local resource persons* can often be identified. Without proper support, however, communities do not easily count on their own human resources. Actually, these local specialists have intimate knowledge of their own environment and are often most willing to share their knowledge and provide information, training and input for free. These resource persons are often knowledgeable in areas such as traditional medicine, agriculture, health, traditional music and dance, and local handicraft.

Older persons are a particularly important resource for the CLC and its activities. In several occasions they have been fully involved in community development activities and, when utilized as resource persons, they willingly share their skills and experiences. Although they may be illiterate, they often possess extensive local knowledge and experience.

3.3.3. Outputs of Capacity Building Training

The number of persons who participated in capacity building training workshops is shown in Table 3.1. It can be noted that almost one-third of participants are women, their participation ranging from 14.6% to 53.8% according to the topic.

Table 3.1 Participation in Capacity Building Workshops Related to CLC Activities as of November 2001 under HDI-3

Type of Training Programme	No. of Workshops	Participants			
		Total	Male	Female	% Female
CLC Capacity Building for CLC MC	24	536	396	140	26.1%
IGA for CLC MC	7	281	240	41	14.6%
VLT Capacity Building	12	160	74	86	53.8%
NFPE Capacity Building for Trainers	5	74	38	36	48.7%
Skills Training for Learners	15	332	189	143	43.1%
Puppet Making * for CLC MC & talented persons	1	18	10	8	44.4%
Silk screen printing techniques	15	115	101	14	12.2%
Total	**79**	**1,516**	**1,048**	**468**	**30.9%**

* Note: More than 8,000 villagers took part in puppet show functions

Moreover, a number of CLC members and village volunteers took part in bookkeeping, in ECCD capacity building and in training of artisans for CLC construction. Since these courses were organized for a varied audience, CLC members are not identifiable from the statistical records kept by the project.

Letter from a Community Learning Centre Organizer (CLO)

U Maung Lay from Narkan Village, Nyaung Shwe Township in Shan State said: I used to send my daughter and niece to look after the cattle. After attending the Community Learning Organizer (CLO) training workshop in Pinlaung, I came to realize the value of education. Hence, I now send my daughter and niece to school, and I will continue to do so. My daughter currently attends grade 3 while my niece is in grade 2. (MYA/99/004, 1999b)

3.4 Programme Development for CLCs

Based on needs assessment in the community (see Section 3.2), several programmes have been developed. The Community Learning Centres are multi-functional, and an important strength of the CLCs is the link between education (literacy, post-literacy, NFPE), skills training, dissemination of information and income generating activities. The goal of the CLC is to contribute to community development and to improvement of the quality of life of the population. Hence, education *per se* or increased income without improved knowledge, skills and attitudes is seen as insufficient, and emphasis has been put on a holistic approach to development where components are interlinked and interdependent and supplement each other.

Key content areas such as environmental education and preventive education (AIDS education) are covered, though probably not sufficiently, since they are vital not only to the development, but to the very survival of the communities. Environmental education and awareness is included in the existing curricula, while AIDS education is poorly covered at present.

3.4.1 Non-formal Education

The Village Literacy Trainer (VLT) conducts basic literacy and post-literacy training using materials based on the APPEAL Training Materials for Literacy Personnel (APPEAL, 1989), adapted to the local situation by the project.

Basic literacy training requires 70 contact hours in the Delta Zone and 90 hours in the Shan State, and may be of different duration due to language difficulties. Several ethnic groups in the Shan State have a poor understanding of the Myanmar language, while it is the mother tongue for all in the Dry Zone, and for the majority in the Delta. Achievement tests are performed after completion of the literacy training to ensure the required standard is met.

Post-literacy is a flexible mode of education based on a package composed of 48 sheets comprising an illustration, a small text and a place for writing. Learners have to read the text, apply the same story to their personal situation and write it down. VLTs, CLCos and township countreparts collect the work prepared by the learners and help them improving their performance. Through this active method, they practice reading and writing skills and build a functional level of literacy. This training may take place in the centre, with a trainer present or among peers, or be prepared at home. The training lasts three to five months according to the time learners may devote to it.

All CLCs have organized basic literacy and post-literacy training. From the CLC survey (MYA/99/004, 2001c), it was observed that most of the illiterate people remaining in the communities belong to the mature segment (over 45 years). All but one of the CLCs reported that the basic literacy materials are relevant to the needs of the learners. Out of the eleven CLCs implementing the pilot NFPE, ten centres stated that the materials are relevant and appropriate. Some suggestions for improving the literacy and post-literacy programmes include an increased emphasis on calculations as well as possibly introducing English language in the post-literacy classes. It was reported that more people showed interest in education and participating in development activities because of the basic literacy training provided. There was also a general increased interest in reading religious books.

Figure 3.3 Basic Literacy Class in Inn Ni CLC, Kalaw Township, Shan State

In those areas of the country where Myanmar is not the mother tongue such as in many areas in the Shan State, the CLC education activities have taught the learners how to communicate better in Myanmar as well as equipped them with reading and writing skills. In this way, the learners now embark on visits outside their small communities with more confidence.

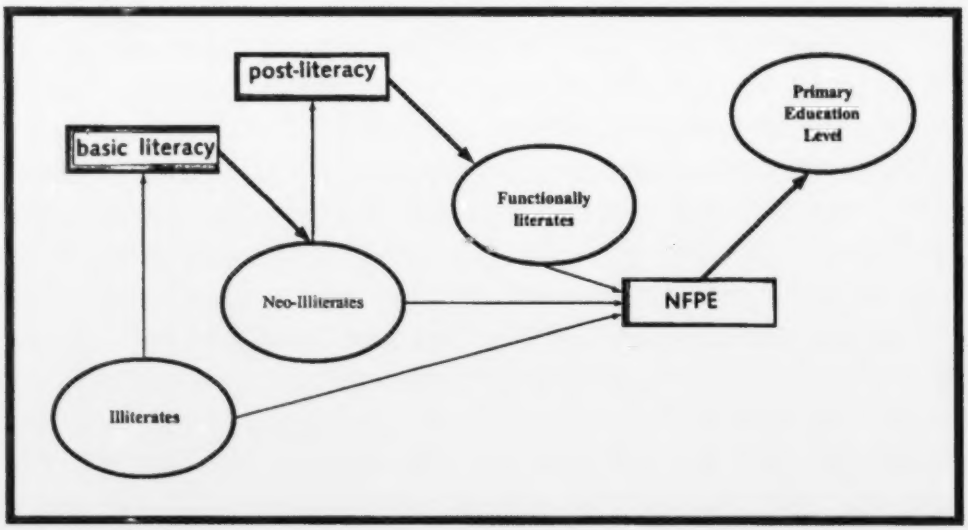
New Learning Opportunities

U Phoe Htu, a member of the CLC MC in Inn Ni CLC, Kalaw Township, Shan State, stated the impact of education on his village in this way: Before the establishment of the CLC, learning opportunities were very rare. Now, opportunities are available for everybody, and by acquiring new knowledge and skills through the CLC we have developed much desire for further education (MYA/99/004, 2001d).

Non-formal Primary Education (NFPE)

A completely new model for non-formal primary education (NFPE) in Myanmar was developed under HDI-E and HDI -3. Curriculum materials were prepared and tested. Teachers were recruited and trained. This is a primary education *equivalency* programme intended for out-of-school children and those who dropped out from formal primary education. Contact time is flexible, usually 2-3 hours per day over a two-year period, and adapted to the busy life schedule of the participants who often have work to perform. Through NFPE, many learners have a second chance to complete the primary education cycle (which normally takes five years) and possibly receive official recognition along with formal primary education graduates, although theDepartment of Basic Education has not yet acknowledged that official graduation certificates can be issued from this pilot project. If graduation certificates are granted, it will be very significant for the learners who will then have the opportunity to pursue secondary education. Learners in the CLC often start with a basic literacy course, continue with post-literacy and then join the NFPE cycle, but other paths are possible.

Figure 3.4 Participation of Learners in CLC Education Activities



Taking into account the diversity in the background of the learners, teachers often form groups by level, giving a chance to each one to learn at its own pace.

Outputs of Non-formal Education

The number of learners who have taken part in the various types of non-formal education activities in the CLCs under HDI-3 are recorded in Table 3.2.

Table 3.2 Participation in Non-formal Education Activities as of December 2001 under HDI-3

Type of Education Programme	No. of Classes	Participants			
		Total	Male	Female	% Female
Basic Literacy Classes in CLCs	106	1,479	349	1,130	76.4%
Basic Literacy Classes outside CLCs (with FAO and Micro-Credit Projects)	39	859	141	718	83.6%
Post-literacy Classes in CLCs	55	832	152	680	81.7%
NFPE Classes in CLCs	12	247	90	157	63.6%
Total	**212**	**3,417**	**732**	**2,685**	**78.6%**

It should be noted from Table 3.2 that some basic literacy classes were organized by the education project in villages where UNDP supports other projects, though there are no CLC in the community. It can also be observed that the level of *female* participation in the non-formal education activities is high, ranging from 63.6% to 83.6%.

Village literacy training allowed a disabled girl to get basic literacy skills

Nan Si Si is a 12-year old girl from Bo-Thin-Kone Village of Laputta Township, Delta Zone. She became disabled when she was two years old and has to use her knees for moving from one place to another. Despite all the difficulties, she participates actively in the village literacy class where she is one of the most active learners. Village Literacy Trainer (VLT) Nan San Kha Lane carries Nan Si Si on her back to the class most of the time, though some days she crawls to the centre by herself. She is now studying book 3 at the CLC literacy class. (MYA/99/004, 2000c)

3.4.2 Early Childhood Care and Development (ECCD)

A pilot ECCD programme for 3-5 year old children was initiated by the project in cooperation with Save the Children (UK) to increase enrollment and reduce school dropout among school-age children who otherwise are required to care for younger siblings at home; reduce over-crowding in the classrooms with underage children; improve social, emotional and cognitive development of pre-school age children; and free poor parents from the burdens of childcare and enable them to earn an income necessary for the improvement in their living conditions. The project has opened 46 ECCD centres. Eight of them are hosted and organized by CLCs while others have taken place in community houses, schools or other venues.

3.4.3 Skills Training

Different skills training sessions have been organized by all CLCs to strengthen the villagers' abilities in "learning to do". These skills increase the learner's competencies and, hence, prepare the individual for improved and varied ways of earning a better income. Some of the skills training which have been carried out by the CLCs include:

- Sewing, knitting, weaving
- Production of local handicrafts
- Making hats, mats, roofs, etc. from bamboo
- Food preservation
- Hair cutting
- New crops and improved agricultural techniques
- Learning English as a foreign language, in particular in tourist areas

Self-sustainability

In Balway CLC, Chaung U Township, Dry Zone, six instructors provided training in dress making to 30 participants. Each instructor was charging Ks 150 per day. The training costs had been borne by the CLC committee, but trainees had to repay the training fees after the course, when they would be able to sell their products. As the training skills improved during the workshop, participants made dresses for local customers, and repayment to CLC was ensured before the end of the training session. (MYA/96/004, 1998)

In four CLCs where skills training had been particularly successful, the project ran a specific workshop on "Small Scale Enterprise" and obtained a subvention from the APPEAL programme (UNESCO PROAP) to finance the production in a bigger scale. A small enterprise was created within the CLC. Products include: bamboo brooms, hats and fans, cloth bags and longyis, scarves and towels that are sold in neighbouring markets.

3.4.4 Information, Communication and Resource Materials

Life Skills Talks and Events

Every CLC organizes from time to time informal talks on a series of subjects of interest to the community, or part of it (women, or young mothers for example). These talks may deal with inoculation, nutrition, health, and education of young children. Other topics covered for various groups are: organic fertilizer production, improved chicken raising, discussions on religious topics, traditional music, etc. To conduct these talks, the village often requests the active involvement of a local resource person, a midwife, a civil servant from the Ministry of Agriculture, a monk, or an artist.

Improved Working Skills

Villagers have also learnt about the proper use of pesticides, and this has contributed to increased crop yields, and as a consequence, to increased family incomes. (MYA/99/004, 2001d)

Moreover, the CLCs are often used for social and cultural functions: festivals, exhibitions and display of newsletters, wedding ceremonies, social gathering and reception of visitors or sport competitions. These activities strengthen the sense of ownership of the CLC by the community.

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Mobile Libraries

Each CLC was provided with a batch of 220 books of general interest (literature, comics, health or agriculture manuals, magazines, etc.) to create a library. These libraries share the books with satellite villages, organizing rotations of the volumes. From the survey carried out by the project (MYA/00/004, 2001c), it was observed that 32 out of 38 CLCs use the CLC premises as a community library. The most frequent users were reported to be students, while women (in general) were the second largest group. The average number of library users per week in each CLC was 12, though it ranged from 3 to 65 persons. The library section is either run by the CLC MC, the CLO or by a person who volunteered for the purpose. Some CLCs charge a rental fee and use the fees to purchase new books. The availability of library services will most likely have had an impact on the learners in terms of improving their reading skills as well as possibly increasing their interest in pursuing further education. This is very often the only opportunity for rural dwellers to access written information.

Resource Materials

The development of *Information, Education, Communication (IEC) materials* started under HDI-E and continued into HDI-3. The reasons for introducing IEC materials have been community mobilization, and to stimulate support for project and community interventions. The materials produced include among others, 11 posters, 7 booklets, 5 folders, one flip chart, 11 informational pamphlets, one bulletin, two project activities booklets, and 4 documentary videos. Also, 2000 sets of NFPE materials for learners were developed and applied in the pilot NFPE project, and 3,400 sets of post-literacy materials for learners were developed and used in training.

Impact of Video Shows

Daw Hla Hla Win, village literacy trainer, reports: Two young people resisted to join the literacy courses. After seeing the video show on CLCs, they decided to participate in the programme and registered voluntarily to the second batch of courses. (MYA/99/004, 2001a)

In order to strengthen the learning environment, the project has provided the CLCs with some equipment. This includes, over and above the reading materials, lighting and batteries, cupboards, sports facilities, stationeries, carpentry tools and silkscreen materials. Two members from each CLC have gone through practical training in the silkscreen printing technique, and many CLCs have produced their own posters and other IEC materials. Some of them produced banners, T-shirts or football uniforms that they sell to raise funds for the CLC.

CLC Resource Centres

Three CLCs, one in each of the three zonal areas, have been selected to serve as a resource centre for the other CLCs in the same zone. The resource centres have extended their functions to support the other CLCs in the zone through provision of materials and training. In particular, the resource centres provide support materials such as audio-visual aids for use in cultural, religious and sports events.

3.4.5 Income Generating Activities (IGA)

Income Generating Activities (IGA) have been a feature of the CLC in Myanmar since the first phase of the project, and are one of the important initial investments. The CLC MC receives training related to IGA such as marketing, bookkeeping and how to formulate project proposals (see Appendix 5). Each CLC is encouraged to develop a proposal for IGAs and submit it to the project. An average of US$480 has been allocated to the CLC in two installments upon the approval of the project proposal.

Most of the IGA funds have been used for planting more of existing crops (paddy, sesame, ginger) and raise more of the same livestock (duck, pig, draught cattle). The second largest proportion of funds for IGA has been used to support trade in local products (dried prawns, fish paste, tea leaves, duck eggs). Some villages weave bamboo mats and baskets or produce brooms out of coconut trees and sell their products on the market. The communities generally like IGA since villagers can see tangible benefits within a short time span.

Income and Education

A participant from Nan Hoo Gyi CLC in Nyaung Shwe Township, Shan State, explained the link between increased income and education in this way: Increased income will give you more opportunities to engage in further education and the more you are educated, the more you will know how to increase your income (MYA/99/004, 2001c).

The decision on how to invest in the IGAs was made exclusively by the CLC MC in 32 centres, jointly between the CLC MC and the community in 5 centres, and collectively by the community in one centre. The IGA activity is either implemented by the community as a whole, or subcontracted to a poor family on a profit-sharing basis. Two-thirds of the CLCs report that the community participation in the IGA is mainly through contribution of labour. The CLC Management Committee carries the responsibility for overseeing the IGA and reports on accounts and use of profit to the community in "mass meetings" where all villagers are present.

The majority of the income generating activities have proved quite successful. Out of 21 CLCs created in the Dry and Delta area under HDI-E, 19 are successful, and only two report a negative balance; the success rate is thus over 90%. For these 21 CLCs, the average income amounted to 67% of the initial capital after a two and a half year period.

The majority of the CLCs report that part of the profit from the IGA was re-invested in new income generating activities and, hence, utilized in a sustainable way. 42% of the CLCs reported that income generated from the IGA was used for supporting literacy training in the village and as a contribution to the Village Literacy Trainer and CLO's honorarium (MYA/99/004, 2001c). CLCs have also utilized the IGA profits for supporting several types of skills training programmes and purchasing library materials.

Two-thirds of the respondents believed the IGAs can be sustained by the CLC MC in the future when the project will have closed, and many of them declared that the community would reinvest in the income generating activity if it happened to fail.

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A few IGAs have failed due to unfavourable physical conditions such as heavy rain, floods, drought, pest, etc. One consequence of a failed IGA is the loss of capital, and, hence, a loss of the opportunity for the community to use the funds for what they have planned. This puts the economic sustainability of the CLC into danger, since profits from IGA are vital to sustain the CLC. The major condition for success of the IGA, however, is strong leadership and commitment from the CLC MC who oversees the activities and their accounts.

3.5 Teaching - Learning Process and Learners Assessment

A variety of teaching-learning methods is necessary in a non-formal education setting since learners have diverse backgrounds in terms of age, education level, and interests. The overall project philosophy concerning teacher training has always supported learner-centreed methods.* This is especially vital when dealing with adult learners. The Village Literacy Trainer (VLT) has received training in teaching-learning methods for rural communities; though, it may be hard to break old traditions of rote learning and learners repeating what the trainer says and does. Some of the methods that have been introduced in the Myanmar CLCs, in addition to conventional lecturing, include:

- Use of puppets as teaching-learning aid
- Storytelling
- Games
- Practical work with projects
- Drawings

The VLT is responsible for assessing the learners' achievements by observation and by tests done on paper when deemed necessary. The learners also proceed to self-assessment, and group tests where learners assess each other. The achievements of the learners are recorded by township staff and incorporated into the monitoring system of the project. Measures are taken to ensure that both quantitative and qualitative data are recorded. After completion of a literacy-training course, the results of the achievements tests are collected by the VLT. Finally, the CLCo accompanied with the TPA or ATEO go and visit the village and assess the literacy level of the learners.

3.6 Impact on People s Quality of Life

Improved education and income opportunities have direct positive effects, both cultural and economical, on the quality of life of the community members. Other areas where the communities and individuals have benefited include increased coherence and collaboration in the villages. Most important is probably the increased confidence several villagers have expressed in relating to others in the community as well as to outsiders; this has probably benefited women most since their level of literacy is often lower. Many participants also declared that a better mastery of the Myanmar language as well as literacy helped them breaking the isolation they were feeling when staying inside their villages.

* See for example Promoting Effective Learning in Primary Education MYA/96/004, UNESCO, Yangon, January 1997. This methodology, known as PLP, served as a basis for all project teacher-training activities for the formal primary education system and also inspired the non-formal training.

Community Participation and Collaboration

An impact evaluation survey was carried out by the project in 2001 (MYA/99/004, 2001e). Survey results show that there is more active participation in the community in the HDI townships where cooperation is considered as "very active" by 77.6% of the respondents, while the same rate was 66.4% in the control group.

Infrastructure development has clearly had an impact on community participation. The construction process defined by the HDI project has led to successful completion of facilities under the direct management and with the full support of the community. It resulted in a high level of community involvement not only during the building period, but participation continued after the building was constructed: two-thirds of the respondents declare that the community has become more active than before.

Families in CLC communities contribute also an important number of days of labour to support income generating as well as training activities. Construction, IGA and training activities act as a catalyst for more active community involvement.

In terms of capacity building, the HDI education project has involved an important number of villagers in training activities: infrastructure development, management, income generation and bookkeeping. This helped ensure effective cohesion of the CLC members. In addition to this training, villagers were given direct responsibilities for construction, IGA and CLC management: these hands-on experiences have most probably strengthened further their capacity to deal with village affairs in general.

These observations relate to the impact of the project as a whole. Due to the strong emphasis on community involvement and participation in CLC activities, this cooperation among members of the village is probably still stronger in CLC villages. Several instances have been reported where collaboration within the community has improved due to CLC activities. Friendship and collaboration has also extended to cover neighbouring villages within clusters (MYA/99/004, 2001d). Communal activities help build a community "spirit" and strengthen bonds in the villages.

Confidence

There are numerous reports on increased confidence among villagers who take part in the CLC. A woman from Thi Khaung CLC, Kalaw Township, Shan State, reported that she had developed more confidence after she became literate so that her husband could not cheat any longer on the household accounts (MYA/99/004, 2001c). The level of confidence some of the learners have acquired may seem quite surprising to observers from developed countries. The sixteen year old male, Maung Oo Di from Inn Ni CLC, Kalaw Township, Shan State, said: "I now dare to go shopping in a large store which I was not confident enough to do in the past when I was illiterate" (MYA/99/004, 2001d). A "large" store in the Shan State, though, would not be qualified as such from a western point of view. The increased level of confidence leads to villagers venturing out from their isolation.

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Breaking Isolation

Many communities in Myanmar are very isolated due to poor communication and infrastructure facilities as well as language barriers. This isolation can be illustrated as in the case of Inn Ni village, Kalaw Township, Shan State where women in the village became afraid and ran away when the first (Myanmar) project staff visited the community in 1998. It was the first time outsiders had entered their isolated community. After some briefing and training by the project, villagers became more confident in dealing with outsiders, and the village now actively takes part in a variety of CLC activities.

3.7 Monitoring of CLC Activities

An extensive and detailed monitoring system has been established to properly record status and progress in project villages.

The purposes of the monitoring are to record: who benefits from the CLC; if the project progresses according to expected outcomes; and what changes or improvements should be made.

Data are collected and processed at community, township, zonal and national levels pertaining to education and other activity areas of the CLCs. The results are discussed in regular meetings and reports, and care is taken to revert to the CLC in order to amend the activities and improve the quality of the programmes.

Table 3.3 Organization of the Monitoring System of CLCs in Myanmar

Level	Expected Outcome	Data to be Collected	Monitoring Tools	Source of Information	Data Collector	Collecting Frequency	Meeting Frequency
Community	Results of participation in basic literacy programme	Completion rates in basic literacy programme	Observation Records Documents Checklist	Learners CLC MC VLT	CLO VLT	Monthly	Monthly
Township	Level of community participation	Who in the community take part in CLC activities	Records Documents Group discussions	CLO CLC MC CLCo VLT	CLCo	Monthly	Monthly
Zonal	Progress of education compared to other townships	Quantitative and qualitative education data	Documents Reports Case studies	CLCo	ATEO TPA CLCo	Monthly	Quarterly

3.8 CLC Physical Infrastructure

CLC activities may take place in a variety of venues. Communities select appropriate venues based on availability, accessibility and functionality. Facilities may be a private home, community building, primary school, or a monastery. The monasteries are traditional venues for learning in Myanmar. However, the monastery can only be used for a limited range of activities, and women are often not permitted to take part in certain functions, particularly in evening sessions. Every village does not necessarily need new infrastructure for its CLC, and renovation or extension of existing buildings may often be a viable option that can be done at a lower cost.

Like school constructions carried out for primary education, CLCs are built by the communities themselves with technical and financial support from the project*. The new CLC buildings are *flexible* in design and function, more so as compared to the CLCs built under HDI-1. The new CLC buildings come as three different models: low-cost, medium and standard models according to the quality of materials the communities want to select. This choice is made taking into account the overall cost, how much the community can contribute, and the type of materials available in the zone. Technical designs take into consideration that some areas of Myanmar are prone to natural disasters, and the Dry Zone and Shan State fall into a category of high seismic risk while the Delta Zone is in an area with possible cyclone exposure.

Under HDI-1, seven buildings were constructed for CLC activities. Under HDI-E 31, additional buildings were committed, though construction was postponed to HDI-3. The CLCs created under HDI-E conducted their activities in existing buildings in the community before their new physical structures were available. This clearly shows that the construction of new physical structures is not essential to CLC activities and success, and that buildings are *secondary* to the programmes.

Table 3.4 Cost of CLC Buildings (in US$)

Programme Phases	No. of CLCs	Total Costs	Cost per CLC	Project Contribution (%)	Communities Contribution (%)
HDI-3	30 *	71,516	2,384	71.4%	28.6%

* 31 centres were established under HDI-E, but only 30 new buildings were constructed during HDI-3, since one community did not feel any longer a need for specific facilities.

It has been observed that communities feel ownership of the CLC building and are committed to utilize it since the communities themselves have invested an average of 28.6% (HDI-3) in the construction of the physical structure, mainly in the form of unskilled labour and materials.

3.9 Cost Considerations

One of the conclusions of the impact evaluation was: "Given their small investment and operational costs, CLCs have potential for sustained benefits at low cost" (MYA/99/004, 2001e). It should, therefore, be interesting to estimate what is the real cost of a CLC. The funds utilized by the project over HDI-3 to support CLCs were the following:

* For a detailed analysis of the participatory construction process, see Myanmar: the management process for constructing primary schools and providing school furniture (UNESCO MYA/99/004, Yangon, August 2001), Published by UNESCO Bangkok, 2002.

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Table 3.5 Direct Project Expenditures for CLCs under HDI-3 (in US$) (excluding construction and project staff costs — as of November 2001)

Area of Expenditure	HDI - 3
Capacity Building Training (Management)	9,246
Training of Village Literacy Trainers	4,231
NFPE Teacher Training	5,231
Skills Training for Learners	2,814
Sub-total (training)	**21,522**
NFPE Curriculum Development and Materials	18,525
Stationeries, Sports and Other Equipment	10,171
Income Generating Activities	7,681
Sub-total (materials, equipment and capital funds)	**36,377**
Salaries for 22 NFPE Teachers over two years	4,338
Grand Total	**62,237**

This table *excludes* construction of any building as well as project staff costs. The funds were used for various purposes: initial investment, complementary capital for old CLCs, development of a brand new curriculum for a pilot experiment of the NFPE, capacity building for newly established CLC MC and training and retraining of village literacy trainers, etc. This information, as such, cannot be used directly to calculate a unit cost for establishing and operating one CLC.

To estimate the investment and operating costs of a CLC requires an in-depth analysis of the different expenditures incurred by the project for this component, and the re-construction of a standard cost that reflects acceptable hypotheses of functioning.

Capital costs

The initial investment for a CLC consists of an endowment in equipment, teaching materials for literacy and post literacy, books for the library as well as some stationary. The project spent an average of **US$360** per CLC for this first equipment.

The second important investment consists of the capital granted to the community for carrying out income generating activities. Each of the CLCs created under HDI-1 and HDI-E received an average of **US$480** for this initial capital.

Based on calculations from Table 3.4, the costs for constructing a CLC building will amount to an additional **US$2,400** per centre (or US$1,700 from the project funds if the community contribution is deducted). Though it should be noted that a physical building is not in all cases a prerequisite for conducting CLC activities, and that renovation of existing facilities, where applicable, can also be a cost/effective solution.

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Project staff support

Project staff, i.e. the promoter provides support for advocacy, selection, initial and in-service training, monitoring, as well as advisory services during activities implementation, is also an essential input. Direct staff cost for one CLCo amounts to US$2,200 per year, to which should be added US$900 for operational expenditures.

To be effective, the CLCo needs a motorbike, an office and a computer, whose costs amount to US$4,100. This investment may be depreciated over five years; this means a US$820 annual expenditure.

Direct project staff support amounts, therefore, to US$3,920 (2,200 + 900 + 820) per annum. According to the project experience of the work capacity of its staff, one CLCo should be able to manage 15 CLCs (i.e. close to 18,000 inhabitants) if the geographical area covered allows for frequent visits to each centre. This means that the staff support unit cost per CLC would approximate US$60 per year or **US$520** for two years which is the minimum period during which CLCs require support from a promoter before becoming self-sustainable.

Training costs

Capacity building of the community members is certainly the most important intervention for the creation of a CLC: the workshops listed in Table 3.6 appear to be essential. Their unit cost supposes that training sessions are organized for an average of 20 participants (this means several CLCs at a time).

Table 3.6 Essential Training Sessions, and their Cost for One CLC (in US$)

Type of training	Number of trainees	Duration in days	Unit cost in US$	Total
Orientation workshop	4	2	7.5	60
CLC MC management training, Including IGA and IEC	4	4	7.5	120
VLT training	2	4	7.5	60
Small scale enterprise	3	3	7.5	68
Skills training	10 to 20	30 to 60		375
Silk screen and IEC (including supply of materials)	2	3	35	210
CLC review workshops (to be held every 6 month)	4	3 x3 times	7.5	270
Total training costs				**1,163**

Taking into account that CLC training sessions may only be organized during the spare time of active adults, these workshops should be spread over a two-year period. The training costs for two years would then amount to approximately **US$1,200** for one CLC.

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Standard cost

If one excludes physical infrastructure and project overheads, the standard cost for establishing one CLC and giving it support over a two-year period would be:

		In US$
Initial capital		
Equipment and materials		360
Income generating capital		480
	Sub-total	**840**
Operation for 2 years		
Project staff support cost		520
Training costs		1,200
	Sub-total	**1,720**
Total		**2,560**

This standard cost is only valid in the present economic situation of Myanmar and should be recalculated before applying it to other environments.

The education project has financed the bulk of the costs outlined in the previous paragraphs; though the communities have also made their contributions in the form of donations, materials, labour, volunteers and cash. These contributions are not taken into account in the cost estimates. Support from the Township Education Office and particularly part time assistance to the project staff is not either included in these calculations.

CHAPTER FOUR
Networking, Sustainability and Expansion

4.1 Potential for Expansion and Future Outlook

It must be recognized that in the foreseeable future a significant segment of the school-age population will not enroll, and there will continue to be drop-outs due to poverty and other reasons. Non-formal education will continue to be a necessity and the CLC model seems to be an innovative and cost-effective solution to provide the population with complementary opportunities for basic education and life-long learning.

Coverage and Outreach

Under the project, there are altogether 71 CLCs covering 183 villages. However, since there is a total of 3,743 villages in the 11 townships, the coverage rate is only 5%. A major challenge will, therefore, be how to increase the number of CLCs in order to reach out to potential beneficiaries in larger areas.

Another challenge is to reach out the very poorest communities who may be in most need of CLC support. In the selection process of communities to establish a CLC, the villages must be vocal and competent enough to develop a project proposal and obtain support from the project. Some of the poorest communities may not have the capacity or resources to develop such a proposal. Some among the neediest communities may, hence, be *de facto* excluded from the process and lose an opportunity to obtain a CLC that they probably require more than others.

Demand for CLCs Exists

As many of the CLCs created by the project have been quite successful, word of mouth has spread to neighbouring villages, and this has resulted in requests by other communities to organize CLC activities. This is one example showing that the *demand* for CLCs is high. Also, tripartite meetings have taken place at township level where communities, public sector and project staff have met and shared their experiences. In these meetings, several communities with no CLC have expressed their desire to establish a centre, based on positive results heard from villages where CLCs are being implemented. Furthermore, 22 basic-literacy classes similar to those conducted by the established CLCs have been organized in villages supported by the FAO and Micro-Finance projects. This could lead, in the future, to their extension into full-fledged CLCs.

4.2 Strengths, Fragility and Sustainability

The CLCs have been created in the framework of the Human Development Initiative education project and have received support for their creation and operation. This project will be ending by February 2002. It is, therefore, important to analyze in which conditions these centres can continue being active after this date. Multi-functional institutions such as CLCs need to address a variety of sustainability issues. Some major factors related to sustainability, both internal as well as external, are reviewed below.

Capacity of Human Resources

The most important resource in the development of CLCs is the capacity of their human resources. The CLC management committee members, the CLO, VLT and NFPE teachers all have important functions in the establishment and operation of CLCs. Considerable time and resources have been spent to strengthen the capacity of those involved (see Section 3.3), though it may happen that staff vacate their posts or lose interest, which would seriously affect the implementation of the CLC. Well trained, dedicated human resources are a major factor in determining whether the CLC will succeed in reaching its objectives. It is of great advantage that all CLC volunteers are indigenous members of the community, hence they are less likely to view their work as temporary and leave their functions after taking part in capacity building.

Motivation of Beneficiaries

Many communities in Myanmar are poor and isolated, and they often do not know *what* changes to make to improve their life or *how* to do so. Hence, they often continue to go on with the traditional ways they know. It is a challenge for the promoter to raise awareness and motivate the learners to participate in innovative education and development activities, especially since they often cannot see immediate results. Hence, building the *motivation* of learners is a key factor to ensuring active participation in the CLC. As described in Sections 3.1 and 3.2, the project has spent a lot of effort and time in analyzing the social dynamics of the communities and in raising motivation among CLC members. This appears to be a positive factor in terms of sustainability.

Flexibility of Activities

The conceptual premise for the establishment of a CLC, which combines the present social context (stage of development) of the village and the changes desired for its future, is an important factor in making CLC sustainable. Since the social context and development prospects are dynamic variables, CLC activities must be responsive to the changing situation to ensure relevancy and effectiveness, and thereby maintain a high degree of sustainability of the activities. It is not clear yet if the CLCs are strong and creative enough to evolve with, and to answer to, the needs of the community without further external support.

Language Diversity

Skills training and life skills talks take place in the language used by the village. All *education activities* in the CLCs including basic literacy, post-literacy and non-formal primary education are conducted in Myanmar language. It is a Government's policy to provide education in Myanmar language, primarily in an effort to strengthen nation building. For a significant part of the population, however, this is not their mother tongue, and this situation complicates the learning process, since evidences from many studies indicate that it is easier for the learner to learn literacy in his/her own mother tongue. The hope may be expressed that more flexibility be granted to provide bilingual literacy training. Complementarily, this would contribute to preserve minority languages which may be in danger from dying out. This would also be a powerful factor of integration of the CLC into its local context and increase ownership, and hence sustainability.

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Financial Sustainability

Financial sustainability depends on the ability of the CLC, and in particular of the CLC MC, to mobilize resources from diverse external sources, and most importantly from its own initiatives. Income generating activities have proven to be effective in 90% of the centres and the profit is utilized to sustain programme activities as well as to generate additional funds. As mentioned in Section 3.4.5, two-thirds of the respondents believe the IGA can be sustained in the future when the project ceases supporting them. This fact clearly shows that the villagers in the communities have faith in the future financial sustainability of existing CLCs. Since most of the CLC MC members are well trained and dedicated to the development of their community, the majority of the CLCs are likely to be financially self-sustained.

4.3 Networking and Partners

This review of some of the key sustainability factors shows many strong aspects, but suggests however that CLCs are still fragile if support ceases. Networking with partners is essential to the success and sustainability of CLCs since few centres have sufficient resources to initiate and sustain programmes and activities on their own.

It is important for a CLC to draw on the local intellectual, financial and managerial resources which exist in the community; though this may not be sufficient. Access to external resources is essential to build long-term capacity of the community members themselves, so the newly acquired knowledge and skills are maintained. A CLC can considerably strengthen its position by being a part of a network. *A cluster of villages* served by a CLC is one example. *Horizontal networks*, where CLCs in different townships and zones exchange information and experiences, are advantageous. Currently, review meetings and study tours where CLC members visit each other take place, though the termination of the project may weaken these relations.

Intellectual Support

A curriculum team comprising experts from DEPT, MERB, the Yankin Education College and the Institute of Education has collaborated with the education project in the adaptation of curricula and materials that are used in the CLCs. Further substantive cooperation with this network of national consultants should be encouraged and would certainly strengthen the intellectual model of CLC that the project has developed. However, none of the institutions who cooperated in curriculum development has an operational capacity to provide active support at village level and to ensure networking among the CLCs created by the project.

The Asia-Pacific Programme of Education for All (APPEAL) at UNESCO, Bangkok, currently supports 18 countries in the Asia-Pacific region to establish CLCs based on the specific context and resources available in these countries. Myanmar was one of the first countries to initiate CLCs and hence can contribute valuable experiences, and at the same time learn from what other countries are doing. An inter-country review meeting is held every year, and this event provides an excellent opportunity for Myanmar to share experiences with other countries. Unfortunately, difficulties to travel abroad for Myanmar nationals have often impeded to draw all advantages from international meetings.

Public Sector Support

It has often been observed that educational change is most effective when accompanied by a supportive policy environment. Currently, the Government's emphasis is on formal education, and very little interest and resources are put into non-formal education. There are official indications, though, that this policy might evolve in the future. However, the top-down style applied for centuries by the public administration may not be the best approach to support community-based development and education initiatives such as the ones carried out by the CLCs.

The Township Education Offices, which represent the Ministry of Education at local level, have been very supportive at the grassroots level, including for CLCs. Their operational means in terms of budget, transportation and training resources are so insufficient as compared to the needs that one cannot expect they can continue ensuring close monitoring and innovative follow-up without external support.

HDI Support

During its fourth phase, the UNDP Human Development Initiative will put much less emphasis on sectoral approaches. It is expected that the programme will mainly focus on large-scale Community Development projects that should answer community priority needs and wishes across all sectors. It is already well known that communities will continue asking for support in agriculture, health, water, sanitation and education that are their priorities today.

In this context, the Community Learning Centres created earlier may, if communities so request, continue receiving attention from UNDP. They may even become the vector for broader objectives of local development and be utilized for all capacity building actions of the HDI programme at village level.

This could lead to a much hoped broadening in the scope of action of the CLC model, to strengthening further local capacities already well anchored, and to opening new opportunities for networking and partnership that are considered as key factors for sustainability.

If the CLC model is validated by the new HDI phase, and if its technical and social functions are amplified to sustain the intersectoral HDI programme; this may lead to a new development era for the CLCs, whose concept was still unclear only a few years ago. Evolving on a par with communities' expectations is the best future we may wish to the Community Learning Centres.

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Further information and documentation

The project has developed an important number of documents and pieces of information, many of them are unpublished or exist only in Myanmar language. The more important ones have been recorded in the final project files. Further information may be obtained from:

Director-General, DEPT
Ministry of Education
Yangon, Union of Myanmar

Chief of the Planning and Sector Analysis Unit
UNESCO Asia and Pacific Regional Bureau for Education
P.O. Box 967, Prakanong Post Office
Bangkok 10110, Thailand
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UNDP Resident Representative
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Yangon, Union of Myanmar
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APPENDIX 1

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

MYA/99/004, Improving Access of Children, Women and Men of Poorest Communities to Primary Education for All

Community Learning Centres
MEMORANDUM OF PARTNERSHIP
NO ...../2001/HDI-III

Memorandum of Partnership made this ___ day of _____ 2001 between **the United Nations Educational, Scientific and Cultural Organisation (UNESCO)** and **Community Learning Centre** (hereinafter referred to as **CLC**) as described below.

CLC Location: ..... Village Village Tract: .....
Township: .....

Number of Villages in CLC Cluster: ..... villages
Names: 1. ..... 2. .....
3. ..... 4. .....
5. ..... 6. .....

Name of Chairman: ..... Name of General Secretary: .....

Date of Establishment of CLC: .....*(dd/mm/yy)*

UNESCO is signing this partnership agreement with the CLC in the context of UNDP/UNESCO/DEPT Project MYA/99/004, which aims to support the CLC in its:

a. activities related to **formal, informal, non formal and continuing education, and training** programmes identified according to the needs of the community;

b. activities leading to increase in the level of community commitment to development of education;

c. initiatives to provide access to **information and related materials**;

d. programs aimed at strengthening the socio-economic conditions of communities by promoting **community development** activities to alleviate economic and social deprivation;

e. activities to promote **co-ordination and networking** linkages with public services, non-governmental organisations and community-based organisations.

CLC is signing this agreement with UNESCO because the above aims of MYA/99/004 project are complementary to its own goals, as stated below, of promoting socio-economic and educational development in the CLC villages.

Goals of CLC: (not more than 4 main goals that has been set by the people of the community/ies)
.....
.....
.....
.....

Both parties agree to the following terms and conditions:

I. Responsibilities of parties:

A. Responsibilities of CLC:

1. Develop a CLC programme in a participatory manner by actively involving all cluster villages. In doing so, the CLC will always give priority to meeting the immediate needs of the poorest people of the village/s being served by the CLC.

2. Identify and prioritise needs of communities in the cluster for educational and other socio-economic development in the CLC cluster.

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3. Prepare a plan of action, arrange funding and implement the plan of action to address the development needs.

4. Mobilise community resources for financing the CLC activities and explore other non-UNESCO sources, including CLC's own, as necessary. Community contribution in cash and materials is a pre-requisite to receive UNESCO support, as outlined in Section B. Ideally, such contributions should not be less than 15%, comprising at least half in cash.

5. Conduct quantitative and qualitative monitoring of the CLC activities and convene quarterly general meetings of all participating villages to report and discuss the work progress. Minutes of such meetings shall be kept by the CLC.

6. For all the members of the CLC Management Committee: to always work collectively and actively as a team; to ensure that the member villages in the cluster are fairly represented and their views respected; to ensure widest participation in all decision making.

7. Keep accurate and complete records of cash and materials received, procured and used under this agreement, and provide UNESCO any records or information, oral or written, in respect of the services performed by the CLC.

B. Responsibilities of UNESCO:

1. UNESCO shall provide technical assistance, in consultation with the CLC Management Committee, to strengthen their capacity by:

   - training the management committee members and the staff of CLC in management and operations, including financial management of CLC,
   - training the management committee members and/or the staff of CLC in development of social and economic projects, and their implementation, monitoring and evaluation,
   - facilitating monthly township level meetings of CLC Organisers to review the progress and exchange ideas and experiences.

2. UNESCO shall provide a one-time cash grant of Kyat 100,000.00 to the CLC as a capital to initiate an income generating activity. Details of this income generating activity will be described in the CLC Micro-project Approval sheet to be signed by the CLC Management Committee and the Community Learning Coordinator of the township.

3. UNESCO shall provide material assistance in support of:

   - establishment and operation of community resource centre; the support will include printed materials, storage cup-boards, etc.;
   - implementation of basic literacy activities; the support will include reading and writing materials, as necessary;
   - promotion and development of sporting activities.

II. Estimated monetary value of Memorandum of Partnership:

1. *Estimated UNESCO cash contribution in Kyats*: ***100,000.00 (in words one lakh only) not including the value of materials and training activities mentioned in Sections B.***

2. *Estimated CLC cash contribution in Kyats:* ..... *(in words* ....*)*

3. *Estimated value of CLC contribution in Kind:* ..... *(in words* ....

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III. Duration of this agreement:

1. This agreement will come into immediate effect on signature and shall expire on 28 February 2002.

2. Either party may terminate, before expiration, this contract by giving notice in writing to the other party by giving reasons for termination. The period of notice shall be one month.

IV. Payments and distribution of materials:

UNESCO shall pay the CLC the amount of cash and provide in kind the materials as described in Section I. B. through the Community Learning Coordinator on receipt of the proposals and/or on signature of this agreement, as appropriate. The disbursement of payments will be based on schedule of payment negotiated and agreed at the time of submission of the proposal/s.

V. Other provisions:

1. Failure to fulfil any of the responsibilities stated above by either party will warrant call for a formal review of the nature of the partnership agreement by the other party and suspension of financial and/or material support pending satisfactory completion of the review. The party concerned will be required to justify its inaction or remedy the problem immediately. Failure to resolve the problem within one month will result in immediate termination of this agreement.

2. UNESCO is not responsible for life, health, accident, travel or any other insurance coverage, which may be necessary or desirable for CLC members, staff, volunteers or community members performing services under this agreement.

3. CLC shall be solely liable for claims by third parties arising from the CLC's negligent acts or omissions in the course of implementing this agreement, and under no circumstances shall UNESCO be held liable for such claims by third parties.

4. Equipment purchased by the CLC with funds supplied under this partnership agreement shall be the property of the CLC and shall be used solely for the purposes indicated in the project proposal/s.

5. Nothing in or relating to this agreement shall be interpreted as a waiver of any privileges and immunities of UNESCO as a UN organization.

6. In case any controversy or claim arises out of the translation of English text into local language, the English version of the partnership agreement will prevail as the legal and binding text.

7. Any controversy or claim arising out of or in accordance with this agreement or any breach of terms and conditions stipulated in this agreement will be settled by direct negotiation. In case direct negotiation fails to resolve the issue/s, the controversy or claim will be settled in accordance with the UNCITRAL Arbitration Rules as at present in force. The parties shall be bound by any arbitration award rendered as a result of such arbitration as the final decision of any such controversy or claim.

For UNESCO	**For Community Learning Centre**	**For Dept. of Education Planning & Training**
Mr. Baudouin Duvieusart Agency Project Manager	Chairman of CLC	Daw Myint Myint Than National Project Director
	General Secretary of CLC	

Witnesses:

.....	.....	.....
Community Learning Coordinator	Township Education Officer	Community Representative

CLC MICRO-PROJECT APPROVAL FORM

Township: (01) Bogalay ***Village Tract:*** (037) Malawt ***Village:*** Pay Chaung Gyi
Name of CLC: Pay Chaung Gyi CLC
Title of Project: Bamboo Fan Production Enterprise
Nature of Project: Income Generating ***Project Coordinator*** U SAN OO
Started Date: 6/99 ***Completion Date:*** 10/99 ***Duration:*** (5) months

Project Objectives:

1. To support the Community Learning Centre Development through the Income Generation Profit.
2. To strengthen the capacity of CLC MC and community through getting involved with IGA.
3. To create job opportunites for poor families to support their children for primary education.
4. To increase community participation through getting involved with IGA.

Brief Description of Project:

Budget Source		Proposed Budget		Project's Contribution		Community Contribution	
Total Project Budget:		**120,000**		Bamboo	7000	*In Cash*	***18000***
				Sewing Machine (2)	50000	To by goods	15000
Community contribution:		**20,000**	17%	Plastic	35000	Materials	3000
	In Cash:	**18,000**	15%	Thred	5000		
	In Kind:	**2,000**	2%	Dye	3000		
						In kind	***2000***
Project's Contribution:		**100,000**	83%			Labour	2000
DBE's Contribution:		0					
					100000		**20000**

The following criteria will have to be met for utilization of IG profit:

1. CLC reinvest 20% of the net profit from the first cycle of the project into the second cycle every year.
2. CLC uses the remaining profit for meeting staffing & volunteer costs, organizational operation cost and funding development activities in the spirit of the Memorandum of Partnership signed with UNESCO.
3. CLC keeps the records of cash and materials of the micro-project in a proper manner.
4. CLC observes the terms of partnership stated in the Memorandum of Partnership signed with UNESCO .
5. CLC attends micro project review meetings and submits progress report as required.
6. CLC will submit a progress report every three month to Township Project Office.

Recommended by:
U Thein Aung, Community Learning and Development Specialist (Shan Zone)

Signed by both parties in agreement with article **B.2** of the CLC Memorandum of Partnership

For UNESCO

Name: .....
Community Learning Coordinator
Township:.....

For CLC

Name: .....
Chairman of CLC MC
CLC:.....

Copy to - APM, Education Project ,MYA/99/004
- NPD, Department of Educational Planning and Training
- TEO Office,.....Township

Training Workshop Profile			
Title	**CLC Orientation Workshop for Core Group of Trainers**		
Training Area	Community Learning Centres		
Target Participants	Community Learning Coordinators Assistant Township Education Officers Township Project Assistants		
Workshop Objectives	To train a core group of trainers for multiplier training at township level To increase the understanding of CLC policy To train participants in preparing proposals for CLC establishment To explore the possibility of forming CLC village clusters To train participants in screening proposals at township level To develop a tentative plan for implementation in each township		
Description of Content / Activities	Explanation of key elements of CLC policy Verification of data for priority villages Discussion on rating scale Exercise with field-tested proposals Group discussion on the selection process for new CLC villages Draw a work plan for implementation		
Handouts and Documentation Distributed	Training needs and workshop agenda Handouts related to contents and activities (in Eng., Myan.) Video scripts, booklets, posters (IEC materials)	Available	Yes Yes Yes
Workshop Duration	**3** days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	**1**	Zone	**0**	Tsp **0**	Total	**1**
Number of Participants	M	**24**	F	**4**		Total	**28**
Appreciation Expressed by Participants	A good step towards a successful establishment of CLC A complete set of training contents for implementation at multiplier level						
Improvement Proposed for the Future	Nil						
Direct Training Costs	US $	**902**	excluding project staff costs				
Unit Cost	US $	**10.74**	for 1 trainee / day				

Prepared by	U Thein Aung	Date	6/Dec/01

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Training Workshop Profile				
Title	**Management skills for CLC management committee**			
Training Area	Community Learning Centres			
Target Participants	Chairperson of CLCs Secretary from cluster villages Appointed Community Learning Organizer			
Workshop Objectives	To train a core group of trainers for multiplier training at township level To strengthen the capacities of CLC members for designing a plan for the development of the CLC To build up management and organizational abilities To make members understand the role of IGA in the sustainability of CLC initiatives			
Description of Content / Activities	Go through all steps for developing a programme: - Needs identification - Planning - Implementation - Monitoring and evaluation Strategic planning for CLC development Organizational development and sustainability			
Handouts and Documentation Distributed	A complete set of Training Materials Layout of the workshop schedule	Available	Yes Yes	
Workshop Duration	5 days in Shan		4	in Delta and Dry

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	3	Tsp/ Cluster	0	Total 3
Number of Participants	M	107	F	14			Total 121
Appreciation Expressed by Participants	Having a good opportunity to learn. Within 5 days we learn something new that is useful for all of us in daily life experiences.						
Improvement Proposed for the Future	Separate training for monitoring and evaluation is requested						
Direct Training Costs	US $ 3,237 excluding project staff costs						
Unit Cost	US $ 5.94 for 1 trainee / day						

Prepared by	U Thein Aung	Date	7/Nov/01

Training Workshop Profile			
Title	**Review workshop for CLC MC and Organizer**		
Training Area	Community Learning Centres		
Target Participants	CLC MC Community Learning Organizers		
Workshop Objectives	To train a core group of trainers for multiplier training at township level To speed up the program implementation by strengthening the capacity of stakeholders To develop organization within CLC clusters through promotion of collaborative links among the villages To share experiences among CLCs and to review IG progress		
Description of Content / Activities	Reviewing overall strategies and planning for further development Reviewing progress of IG programme and problem identification Introduction to Community Education and Communication		
Handouts and Documentation Distributed	Workshop Outcomes in Myanmar	Available	Yes
Workshop Duration	5 days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	4	Tsp	0	Total 4
Number of Participants	M	131	F	29			Total 160
Appreciation Expressed by Participants	A good opportunity for sharing knowledge and experiences among CLCs						
Improvement Proposed for the Future	Visit of participants to other CLCs should be organized						
Direct Training Costs	US $	3,246	excluding project staff costs				
Unit Cost	US $	4.06	for 1 trainee / day				

Prepared by	U Thein Aung	Date	6/Dec/01

Training Workshop Profile			
Title	**Training for Village Literacy Trainers**		
Training Area	Teacher training for Literacy Trainers		
Target Participants	Village Literacy Trainers Community Learning Co-organizers *Township Project Assistants*		
Workshop Objectives	To develop well-organized and qualified training resources for promotion of basic literacy programme in villages. To provide core group trainers at township level so that they can become trainers in multiplier training at village levels (Township Education Office Staff and resource persons)		
Description of Content / Activities	How to use the teachers' guide Lesson planning How to use instructional materials Classroom management and organization Testing and evaluation		
Handouts and Documentation Distributed	Project manual on Training for VLT (consultant report) Outline of training program A complete set of training packages developed in consultation with national consultants	Available	Yes Yes Yes
Workshop Duration	7 days in Shan 5 days in Dry and Delta		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	4	Tsp 0	Total	4
Number of Participants	M	45	F	22		Total	67
Appreciation Expressed by Participants	Very happy to be the trained teachers. This is the first teacher training in our life. The training is very effective within the short period Ready made training materials are useful for village literacy trainers						
Improvement Proposed for the Future	More refresher training is necessary Visit of other literacy classes should be organized for VLTs						
Direct Training Costs	US $ 2,014 excluding project staff costs						
Unit Cost	US $ 5.01 for 1 trainee / day						

Prepared by	U Thein Aung	Date	6/Dec/01

Training Workshop Profile			
Title	**NFPE teacher pre-service training**		
Training Area	Teacher training for Non Formal Primary Education		
Target Participants	NFPE teachers NFPE Assistant teachers Community Learning Organizers Township Project Assistants		
Workshop Objectives	At the end of 10-day training programme, the trainees will be able to work as NFPE teachers at CLCs where NFPE program will be established as an action research pilot project. They must know, - the objectives, philosophy, beneficiaries and services of the NFPE programme - the responsibilities of NFPE teachers and other field staff - the principles of learning - the learner-centered activity based approach of teaching-learning - the multi-level approach of teaching-learning - methods of assessment of learners - the NFPE monitoring system		
Description of Content / Activities	NFPE philosophy & teaching methodologies Teaching methods of curriculum subjects Assessment techniques Monitoring and Evaluation System, Reporting formats		
Handouts and Documentation Distributed	Audio teaching aids Teachers' guides on curriculum subjects NFPE level-1 packages NFPE teachers' manual	Available	Yes Yes Yes Yes
Workshop Duration	**10** days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	**0**	Zone	**3**	Tsp **0**	Total	**3**
Number of Participants	M	**30**	F	**26**		Total	**56**
Appreciation Expressed by Participants	The participants are well oriented with NFPE methodologies which are quite new for them They do believe that they will be able to run the program successfully						
Improvement Proposed for the Future	NIL						
Direct Training Costs	US $	**4,088**	excluding project staff costs				
Unit Cost	US $	**7.30**	for 1 trainee / day				

Prepared by	U Ye Myint	Date	10/Dec/01

Training Workshop Profile			
Title	**NFPE teachers first in-service training (4 days)**		
Training Area	Teacher training for Non Formal Primary Education		
Target Participants	NFPE teachers Assistant NFPE teachers Community Learning Organizers Township Project Assistants		
Workshop Objectives	To review progress and difficulties in teaching level-1 materials and to propose corrections. To exchange experiences among NFPE teachers of 11 Townships. To prepare NFPE teachers for teaching of level-2.		
Description of Content / Activities	Review of the progress of teaching learning process in specific curriculum subjects Review of the difficulties in teaching specific curriculum subjects Identify the problems and issues in the area of management and planning Review the needs to modify textbooks and teachers guides.		
Handouts and Documentation Distributed	NIL	Available	
Workshop Duration	4 days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	3	Tsp	0	Total 3
Number of Participants	M	17	F	24			Total 41
Appreciation Expressed by Participants	The participants became aware of the difficulties and found out solutions in teaching NFPE curriculum subjects. They feel more confident with their works.						
Improvement Proposed for the Future	The next in service training should be combined so that they could share their experiences with other NFPE teachers from different Townships						
Direct Training Costs	US $ 1,601 excluding project staff costs						
Unit Cost	US $ 9.76 for 1 trainee / day						

Prepared by	U Ye Myint	Date	10/Dec/01

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Training Workshop Profile			
Title	**NFPE teacher second in-service training (6 days)**		
Training Area	Teacher training for Non Formal Primary Education		
Target Participants	NFPE teachers Assistant NFPE teachers Community Learning Organizers Township Project Assistants		
Workshop Objectives	To review progress and difficulties in teaching level-1 materials and to propose corrections To exchange experiences among NFPE teachers of 11 Townships. To prepare NFPE teachers for teaching the level-2 curriculum		
Description of Content / Activities	Review of the progress of teaching learning process in specific curriculum subjects Review of the difficulties in teaching specific curriculum subjects Identify the problems and issues in the area of management and planning Lectures and demonstrations on teaching of level-2 textbooks		
Handouts and Documentation Distributed	Handouts on corrections of level-1 textbooks Audio teaching aids on teaching of English NFPE level-2 packages	Available	Yes Yes Yes
Workshop Duration	6 days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	1	Tsp	0	Total 1
Number of Participants	M	20	F	22			Total 42
Appreciation Expressed by Participants	The continuation of the in-service training for NFPE teachers is very effective, even if the duration of the workshop is short						
Improvement Proposed for the Future	It would be advisable to review the progress achieved by NFPE teachers in the middle of the level-2 teaching period						
Direct Training Costs	US $	2,348	excluding project staff costs				
Unit Cost	US $	9.32	for 1 trainee / day				

Prepared by	U Ye Myint	Date	18/Jan/02

Training Workshop Profile			
Title	**Micro Project Orientation and Proposal Writing Training**		
Training Area	Micro Project (Income Generating Activities)		
Target Participants	Primary School Head and Community Representative (for school) Chairperson and Community Representative (for ECCD)		
Workshop Objectives	To have a perfectly clear concept on the functions of income generating activities To make members understand the role of IGA in improving access to and quality of primary education To improve the knowledge of community in choosing the most suitable IGA To enable MP Committee and community to write correctly a proposal		
Description of Content / Activities	- Objectives and concept of Micro Project - Forming a Micro Project Committee and defining its Terms of Reference - Steps and procedures on Micro Project funding and implementation - Choosing appropriate IGA and collection of community contribution through community meeting. - Discussion on proposal writing and practice - Proper utilization of IG profit		
Handouts and Documentation Distributed	Sample of IG proposals Handouts for the formation of the MPC and the choice of an appropriate IGA Utilization of IG profit booklet	Available	Yes Yes Yes
Workshop Duration	1 day		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	0	Tsp 12	Total	12
Number of Participants	M	338	F	183		Total	521
Appreciation Expressed by Participants	Having better understanding and clear concepts of Micro Project. Having better knowledge for choosing most suitable IGA for their village and for writing a proposal						
Improvement Proposed for the Future	Nil						
Direct Training Costs	US $	1,684	excluding project staff costs				
Unit Cost	US $	3.23	for 1 trainee / day				

Prepared by	U Kyaw Thaung	Date	14/Nov/01

Training Workshop Profile			
Title	**Micro Project: Initiating a Small Business (Planning and management training)**		
Training Area	Micro Project (Income Generating Activities)		
Target Participants	Primary School Head and Community Representative (for school) Chairperson and Community Representative (for ECCD)		
Workshop Objectives	To strengthen the capacities of committee members for planning and management of income generating programmes. To build up abilities for establishing a business To gain ideas for marketing their products		
Description of Content / Activities	Planning and management skills on implementing IGA Nature of business Marketing ideas and skills		
Handouts and Documentation Distributed	***Four Micro project Booklets***	Available	
	Planning Together		Yes
	Choosing a business		Yes
	A catalogue of marketing ideas		Yes
	Simple Marketing Skills		Yes
Workshop Duration	2 days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	0	Zone	0	Tsp	29	Total 29
Number of Participants	M	983	F	421			Total 1,404
Appreciation Expressed by Participants	We obtain knowledge on how to plan a business We improved the selection process of businesses appropriate in the local context Helped us to promote some new marketing ideas Participants became more confident for initiating small businesses						
Improvement Proposed for the Future	Not enough time for practicing the methodology: extend by 1 day						
Direct Training Costs	US $ 3,572 excluding project staff costs						
Unit Cost	US $ 1.27 for 1 trainee / day						

Prepared by	U Kyaw Thaung	Date	7/Nov/01

Training Workshop Profile			
Title	**Bookkeeping Training for Micro Project**		
Training Area	Micro Project (Income Generating Activities)		
Target Participants	Chairperson, Secretary and Treasurer of School Micro Project Committee ECCD committee members CLC Management Committee members		
Workshop Objectives	-To strengthen the micro project management capacity of Management Committee by training in basic bookkeeping skills -To make the Management Committee more accountable and transparent in the way they implement Income Generating Activities		
Description of Content / Activities	- Job description (TOR) of Chairperson, Secretary and Treasurer of MP MC - Accountability and Transparency - Bookkeeping - Cash register and monthly receipts & payment statement - Labour Attendance Register and statement - Inventory - Costing and pricing of product - Profit and Loss Statement		
Handouts and Documentation Distributed	Hands-on Training Package on Bookkeeping for Micro Project Activities	Available	Modify Monthly receipt and payment format
Workshop Duration	**2** days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	**0**	Zone	**0**	Tsp **24**	Total	**24**
Number of Participants	M	**1,156**	F	**508**		Total	**1,664**
Appreciation Expressed by Participants	The participants are clearer on their responsibilities and they will have more transparency with community. The participants have gained bookkeeping knowledge and practice for their IGA implementation.						
Improvement Proposed for the Future	Prepare simpler formats to fill for some community members Redesign format for monthly cash receipt and payment.						
Direct Training Costs	US $	**11,050**	excluding project staff costs				
Unit Cost	US $	**3.32**	for 1 trainee / day				

Prepared by	U Kyaw Thaung	Date	14/Nov/01

Training Workshop Profile			
Title	**Micro Project Review Workshop**		
Training Area	Micro Project (Income Generating Activities)		
Target Participants	Two representatives from School, CLC and ECCD (Chairperson and one of the committee members or community representative)		
Workshop Objectives	To review implemented IGA To share experiences among participants To develop strategic plan for effective implementation of IGA		
Description of Content / Activities	Review implemented Income generating activities. Sharing experiences (successes and issues) Compilation of M&E data of IGA Dissemination of information regarding IGA Action plan for effective implementation in future *(Individual or group presentation)*		
Handouts and Documentation Distributed	Format for group work Output format	Available	Yes Yes
Workshop Duration	**2** days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	**0**	Zone	**0**	Tsp **31**	Total	**31**
Number of Participants	M	**1,123**	F	**389**		Total	**1,512**
Appreciation Expressed by Participants	Having better knowledge / experiences by sharing information among participants Getting suggestion and ideas for effective implementation of IGA						
Improvement Proposed for the Future	Nil						
Direct Training Costs	US $	**9,725**	excluding project staff costs				
Unit Cost	US $	**3.22**	for 1 trainee / day				

Prepared by	U Kyaw Thaung	Date	14/Nov/01

Training Workshop Profile			
Title	**Small Scale Enterprise Training for Community**		
Training Area	Micro Project (Income Generating Activities)		
Target Participants	Chairperson and one member of School MPC and ECCD MC One CLC MC member and CLC Organizer		
Workshop Objectives	- To strengthen the capacities of IGA committee members for establishment of small scale enterprise. - To achieve effective implementation regarding small scale enterprise. - To build up planning and management abilities for income generation programme.		
Description of Content / Activities	- Small Scale Enterprise development - Planning and management - Market survey and marketing - Costing and pricing - Keeping accounts - Competencies in business		
Handouts and Documentation Distributed	Manual on small scale enterprise (Manual in Myanmar language, adapted from APPEAL documentation)	Available	Yes
Workshop Duration	**3** days		

Project Performance (Sept. 99 - Feb. 02)							
No. of Workshops Held	Hqs	**1**	Zone	**0**	Tsp **15**	Total	**16**
Number of Participants	M	**382**	F	**186**		Total	**568**
Appreciation Expressed by Participants	After receiving small scale enterprise training they know more about business They have learnt new things and are more confident to start their own business						
Improvement Proposed for the Future	Not enough time for practical exercises: extend by 1 day						
Direct Training Costs	US $ **4,208** excluding project staff costs						
Unit Cost	US $ **2.47** for 1 trainee / day						

Prepared by	U Kyaw Thaung	Date	14/Nov/01

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